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Health Teaching in Newton | Baltimore Principals Grow in Service

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A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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Editorials

Home Economics Education

IF IT WERE possible to convey any adequate impression of the financial service education renders the public through modern education there would be a demonstration of appreciation such as comes from no present recognition of education.

We are impressed beyond expression with the vastness of this special service by the examination of "Vocational Education in Home Economics," an account of twelve years of home-economics education in the United States under Federal laws.

For teaching alone in home economics in the twelve years $30,000,000 of Federal, state, and local tax money has been spent in the improvement of home life, which has added immensely to the health, comfort, and prosperity of the people of the United States.

Education is the best investment of public money, and neglect to demonstrate this faithfully and skillfully is a national crime.

The cash value to the United States of having a thousand families read the report on "Vocational Education in Home Economics" one evening a week for a month would be beyond estimate, and every family would personally profit greatly if some one in every family would spend an evening a week for a month in the careful examination of that report.

A general enlightenment of the public on the information in that report on "Vocational Education in Home Economics" would be as important to American home life as fresh air in a sick room.

High School Engineering

STEVENS Institute of Technology, Hoboken, New Jersey, Harvey N. Davis, president, will have a two-weeks' engineering camp for high school boys in August. Men actively engaged in engineering will tell the boys about electrical, mechanical, civil, chemical, and industrial engineer-

ing—of what each consists and the types of work involved; what opportunities exist; and some of the problems with which an engineer is confronted. There will be motion pictures showing actual engineering work in process.

There will be similar engineering camps throughout the country. It is an important adventure in education.

The Negro Problem

THE quarter-centennial of Booker T. Washington's creation of the Tuskegee institution inevitably magnifies the various achievements of the race in freedom.

President Hoover's address on April 14 was a noble tribute to what the race has achieved by its devotion to education.

"The Negro in Modern Industrial Society, an Analysis of Changes in the Occupations of Negro Workers, 1910-1920," by Dr. Dean Dutcher, State Teachers College, Millersville, Pa., published by the author, Lancaster, Pa., is the most important grouping of facts and the most scientific use of facts that have been available in the consideration of the modern negro problem.

Inevitably the present quarter-centennial of Tuskegee will bring all phases of the negro problem to the front, and Dr. Dutcher's study is sure to be of high importance.

Secondary Schools, 1960

[Secondary Schools, 1960," Teachers College, Bureau of Publications.]

DR. DAVID SNEDDEN has written the only heroic estimate of the effect of American education of the last thirty years on civilization thirty years hence.

The scheme is to present China in 1960, the United States in 1960, and the relation of these three decades upon the United States and upon China.

Incidentally it is the most intelligent criticism of American education and civic life in the last thirty years that we have seen. No one but Dr. Snedden could have made this estimate, for his every recommendation for education has had in mind its effect upon civilization.

He assumes that in 1960 our population will be stabilized at 150,000,000; will have had no war for forty years; that her exports and imports are stabilized at $100,000,000, and everything else on a stabilized basis.

In 1960, with stabilized size and prosperity of the family, children will not attend school till nine years of age; will attend school of some kind fifty weeks in the year and from eight to ten hours a day.

Urban boys will go to farm areas in planting time and harvesting time to supplement regular farm labor. Their work will be for education value, and not as an economic matter.

There are more than 100 pages of wonderfully discriminating social, civic, and industrial stabilization of traditional education in the creation of civilization.

Dr. Snedden's book must be carefully read by every one who desires to be an intelligent citizen of the United States today, tomorrow, and day-after-tomorrow.

Regional Education

SEVENTY per cent. of the students of the University of California at Berkeley come from counties within fifty miles of Berkeley.

Half of the students come from San Francisco and Alameda County.

Aside from teacher-training departments the only really national universities are Harvard, Yale, and Princeton.

A few years ago, aside from Teachers College, more students at Harvard came from within fifty miles of Columbia than came to Columbia from more than fifty miles from Columbia.

Of late the professional departments of big city universities reach out and practically absorb all graduate students, but the Junior College students are now mostly regional students.

This is making State Teachers Colleges "State Colleges" in the broader sense, and few of them will be merely teacher-training institutions.

It will not help matters much to raise them to graduate schools of education. That will simply be the first step. They must become in a general sense the regional college in other ways, especially agriculturally and industrially.

Meiklejohn Experimental College

THE Nation (March 25) published a 5,000-word article by Elisco Vivas on "The Experimental College," to which Dean Alexander Meiklejohn has a short, mild "Rejoinder."

Public interest in this "Experimental College" has lost much because no freshman class is there this year, and more because of the heroic departure of Chicago University and the modifications at Harvard and Yale. There is scarcely an important university that has not an experimental attitude this year.

The elimination of the freshman class dissipated much of the public interest that was quite intense two years ago.

Unfortunately, Dr. Meiklejohn's "Rejoinder" insists that Mr. Vivas failed to take into account some vital features of the Meiklejohn adventure, seems to rob the Experimental College of whatever interest the article by Mr. Vivas should have had in view of the time given to its preparation, and the space devoted to it by The Nation.

Famous Nebraska Educators

By ALBERT E. WINSHIP

GEORGE E. MARTIN is the only Nebraskan of his age who was a native of the state. and he is a native Nebraskan by birth, education, authorship, and professionalism. There was no other native prominent Nebraskan educator till Joy Elmer Morgan, who was born in 1889.

A group of eminent men, who made the state famous by their service, went into the state as pioneers from Kansas, Iowa, and Missouri, Indiana, Illinois, and Ohio. They functioned nationally at the same time. They tarried in the state long enough to attain national distinction, and then moved on.

J. W. Crabtree, principal of the Peru State Normal School, and state superintendent, made rare fame at River Falls, Wisconsin, State Normal School, and became the greatest education organization leader in the New World. His first national adventure was as treasurer of the National Education Association while state superintendent of Nebraska.

Carroll G. Pearse attained distinction in Nebraska as city superintendent in Beatrice and Omaha, nationalizing himself as treasurer of the National Education Association, and member of the Board of Trustees. His great administrative service was as superintendent of Milwaukee, and president of the State Teachers College of Milwaukee, the largest in the state.

Augustus O. Thomas came to the state, and was there long enough to make fame as president of the State Teachers College at Kearney, and as state superintendent, after which he was the eminent State Commissioner of Maine, and the creator of the World Federation of Education Associations.

William L. Stephens made Lincoln prominent by his sane, progressive leadership, and went to Long Beach, California, where he has maintained his professional pace.

The next invasion was by Walter R. Siders at Fremont, who soon went to Pocatello, Idaho, as superintendent. He went to Washington, D.C., in national and international activity.

William M. Davidson went to Omaha from Topeka, and went to Washington, D.C., and Pittsburgh. He had a great official record in the National Education Association.

E. U. Graff was promoted from the high school principalship to the superintendency of Omaha, and went to the superintendency of Indianapolis. He is eminently successful in business with headquarters in Chicago. He was president of the Department of Superintendence, and his meeting at Cleveland was one of the high spots of the Department.

The last of the great invasions of Nebraska was by Frederick M. Hunter and Jesse H. Newlon at Lincoln. Dr. Hunter went to the superintendency of Oakland, and thence to the presidency of Denver University, where his success is phenomenal. Dr. Newlon is at the Lincoln School, Columbia University. Dr. J. H. Beveridge is making a record in high administrative efficiency in Omaha. Hunter and Newlon have been presidents of the National Education Association, and Beveridge of the Department of Superintendence.

No other state has had a record of professional invasion comparable to that of Nebraska, and only one of all these intruders is in the state at present.

But George E. Martin, president of the State Teachers College of Kearney, is not only a native of Nebraska, but his father was a real pioneer, settling in Cass County, at the mouth of the Platte river, in 1854, and was the first white man married in the county.

As a characteristic of the pioneer spirit that George E. Martin inherited, it should be known that in the eighteen years between his father's first settlement in Cass County and breaking in a raw prairie farm in Richardson County, where George was born, the father had tried his fortune in California, going with three yoke ox-teams, a trip that began in April and ended in Sacramento in September. After seven years of experimenting and pioneering the father returned by ox-team, starting Nebraska life again three years before George was born, a native Nebraskan with the blood of a father, a native of Ohio, who had seen all sorts of pioneer experiences. His father was a member of the first Methodist Church organized in Nebraska, and was an intensely devout religious leader.

Dr. George E. Martin was Nebraska educated, and as superintendent of Nebraska City took a leading part in preparing the way for the prominence of education in the state when the great professional invasion occurred. He was an ardent professionalist on the faculty of the State Normal School of Peru, and was one of the first famous authors of textbooks in the state.

As president of the State Teachers College at Kearney Dr. Martin has been one of the chief factors in stabilizing education in the state in recent times.

Belding's Page

Ten College "Don'ts"

THE following "don'ts" regarding college were issued for the benefit of parents. But school principals and all who take part in counseling young people and their parents about the choice of a college or the question of attending or not attending one of those institutions, may profit by the warnings of Dean Milton E. Loomis, of New York University. So here they are:—

1. Don't encourage or insist upon a college education for your children merely as a matter of social prestige or as a result of social pressure.
2. Don't encourage attendance upon a particular college merely because it is a choice of your children's chums.
3. Don't insist upon or take blindly for granted your own college as a logical choice.
4. Don't insist upon college education merely because you had it.
5. Don't insist upon a college education merely because you did not have it.
6. Don't insist upon a college near at hand merely to maintain contact and supervision.
7. Don't encourage (if possible prevent) a college merely to promote athletic interests.
8. Don't encourage college merely as an avenue to membership in a fraternity or a sorority.
9. Don't treat your son or daughter as a total loss merely because they did not go to college.
10. Don't discourage college merely for financial reasons.

Special Handling

CITIZENS as well as school authorities are becoming convinced of the high cost of retarded pupils. Those who do not advance with their companions of equal age but are kept behind for a year or two or three or four years, make crowded classrooms and crowded buildings. They require the hiring of more teachers. They gum the works and swell the budgets.

To advance such pupils when they are not ready for advancement is an expedient sometimes adopted. But it does not reach to the roots of the problem, and it piles up trouble for the teachers who receive these backward scholars and must carry them along, to the hurt of normally adjusted children.

Far more effective is the provision of special classes for those mentally or physically incapable of keeping pace with pupils of average equipment. Such special classes are really a necessity if the impeded or handicapped group are to have suitable preparation for life, to say nothing of a happy school environment.

Miss Margaret J. McCooey, an assistant superintendent of the New York City schools, who is also chairman of committee which is investigating retardation, has this to say about the value of special classes:—

> "We feel that the additional facilities and the additional special classes for the physically handicapped which have been established within the last decade, enabling us to exclude a greater number of the blind, the deaf, the mentally defective, the tubercular, the cardiopathic and the mal-nutrites from regular conventional school organizations to classes where an appropriate health program and educational training are provided for these children, have contributed in a large measure to the encouraging decrease in retardation."

Resisting Salary Cuts

SCHOOL authorities are visibly worried over the possibility of salary cuts.

The way to meet this issue is to meet it squarely.

Nothing is to be gained by pretending not to have noticed any change in general business and economic conditions that may have favored those having fixed salaries and steady employment.

Nothing is to be gained by denying that the school teacher's dollar will buy more than it did a few years ago.

Facts like these need to be faced and admitted.

The main argument against salary cutting must be based upon evidence that salaries which have automatically increased by reason of increased purchasing value of the dollar are still no higher than they ought to be; that good teachers have never been paid what their services are worth; and that a reduction in salary schedules at this time would be demoralizing; would set the schools backward; and would needlessly reduce the purchasing power of many individuals whose uninterrupted spending helps to prevent business conditions from becoming worse than they are or have been.

Concede what must be conceded in fairness. Then stand upon the firm ground which still remains. Sophistical argument from school people will quickly be punctured, and the progress of past decades will be quickly lost by misguided strategy.

Anson W. Belding

Associate Editor.

Health Teaching in Newton

By CALISTA ROY

Assistant Superintendent, Newton, Massachusetts

A dozen years of intelligent, persistent effort along health lines in the schools of Newton have yielded amazing results. Underweight children numbered 25 per cent in 1919. Now they constitute only three per cent.

SINCE 1919 a successful health education program has been carried on in the schools of Newton, Massachusetts, under the direction of the superintendent, Ulysses G. Wheeler, and the former assistant superintendent, Mabel C. Bragg, who is at the present time connected with the School of Education at Boston University. Since the beginning it has been a co-operative plan, a working together of parents, superintendent, assistant superintendent, principals, teachers, children, board of health, doctors, nurses, physical education instructors and dentists to bring about a health consciousness which should raise the health standards of all children.

The work in the elementary schools is based upon health activities: weighing and measuring, the mid-morning lunch of milk and crackers, the teaching of health habits as listed in the rules of the game prepared by the Child Health Organization of America, the daily inspection or review, the correlation of health education with other subject matter, physical examinations and follow-up work and the Child Health Day celebration.

Each teacher weighs her children every month, and measures them twice a year, in September and February. All people are interested in their own weight. Although the gain or loss in weight is only one factor in determining the health status of a child it is one sure way of interesting him in trying to secure satisfactory results in growing to be a tall strong boy or girl. In 1919 approximately 24.9 per cent. of the children in Newton were more than 10 per cent underweight. Through the children's persistent effort stimulated by health teaching and through the co-operation of the parents in removing remediable defects, this has now been reduced to probably 3 per cent. It is doubtful if this result can be improved through education. To interest the parents and to stimulate the desire of the children for greater accomplishment weight cards are sent home each month. On the back of this card are the rules of the game, and a place for the signature of the parents.

The mid-morning lunch of milk and crackers is recommended for all children. During the month of January, 1931, 65,506 half pints of milk were consumed by the children of the elementary grades. The children believe that they need milk because they understand that it is an important food for bones and teeth.

The activities used in teaching health habits are many and varied. The teaching methods of the primary grades are as applicable to health teaching as to other subjects. Through songs, poems, stories, dramatization, and poster making the carrying out of the health rules becomes an integral part of each child's life. Through his eyes, his ears, and his muscles he becomes interested. He learns that to drink milk, to eat fruit and vegetables, to go to bed early, to sleep long hours with wide-open windows, to play out of doors each day, to take a bath more than once a week, to have a bowel movement daily is considered as desirable by other people as by his father and mother from whom he had heard these things many times. He develops a wish to be clean, to have clean hands and nails, to comb his hair, because "every one is doing it."

From the teaching of cleanliness there naturally developed a daily inspection or review, for the recognition of individual achievement. This was carried on in many ways according to the wish of the teacher, varying with the age and character of the group. A right pride in personal appearance was encouraged. Mirrors in each schoolroom gave the children an opportunity of appraising their own looks.

The health education teaching is in general carried on in connection with other school subjects. It lends itself with ever new interest to language, arithmetic, music, drawing and dramatization.

In the upper grades and junior high school where the emphasis shifts the teaching of health knowledge is added to the formation of health habits. The child is interested in community health as well as in personal health. Community civics and general science lend themselves to important health teaching. Home economics, with its study of food values in their relation to health and growth, makes a valuable contribution. Here children carry on health competitions, and are interested in keeping graphs of their own achievement.

For some years the health examinations of all elementary and junior high school children were

financed by the Christmas Seal Fund. At the present time they are carried on by the local Board of Health. All children from kindergarten through the junior high school, and about two hundred special cases from the high school are examined each fall. Four doctors appointed by the Board of Health, school nurses, physical education instructors, clerical workers and the classroom teacher are present at these examinations. Parents are invited and urged to be present. Children are given careful examination and the results noted on a card which contains a cumulative record of the child's condition. Eyes are tested by the teacher, who also tests the ears of the children in the kindergarten and the first two grades. From the third grade through the high school the hearing is tested by the use of the audiometer. The first testing is done by a teacher in each building who is given special instruction in using this machine. Any child having a loss of six or more sound units is retested by the teacher of lip reading. After careful checking is done by this teacher with the parents and their physicians, classes are formed for the hard-of-hearing children. These are taught by a teacher who is specially trained for this purpose. Notifications of defects are sent home and follow-up work is done by nurses and teachers.

In 1927, 7,025 children were examined and 48 per cent. were found to be sufficiently defective for their parents to be notified. In 1931, 7,679 were examined, and 6.25 per cent. were defective. This percentage includes the junior high schools. In the elementary schools only 5.54 per cent. were found who were considered defective. The co-operation of home, school, the Board of Health, and the community has brought about this encouraging result.

Toxin Anti-Toxin treatment is given to all children whose parents desire it.

Child Health Day in May is the day for the recognition of achievement of the individual child, the school, and the entire community. In co-operation with the State Department of Public Health badges are awarded for correct weight, correct posture and clean teeth. Banners are given to all children who have been able to earn all three badges and who are considered to have no remediable defects. This is a day of rejoicing. No child is without some recognition. This yearly check-up is not only a satisfaction because of achievement, but an incentive for greater effort.

Physical education activities offer their contribution through outdoor play, inside games and exercises and a continual checking and teaching for good posture. Each year two posture pins are awarded in each schoolroom, beginning with the fourth grade. Great interest is shown in trying to win this pin.

A dental clinic for the school is provided by the Board of Health where only a nominal charge is made. In a residential city like Newton much of the dental work is taken care of by the family dentist.

Believing that mental attitudes are most important, teachers strive to preserve and to teach those attitudes that are most desirable for a "better living together." A psychologist tests and advises in many cases. Classes for subnormal children provide the kind of work which for them makes possible growth and happiness.

Sight-saving classes care for children unable to profit by ordinary classroom instruction because of defective eyesight. A traveling teacher carries school opportunities and hope to crippled children in their own homes.

The co-operation of all social agencies in city and state has been secured to help in carrying out the school health program.

As a result of twelve years of positive health education, Newton has understanding and appreciative parents, schoolrooms full of happy, enthusiastic children, and a corps of interested, co-operative, forward-looking teachers.

A Fellow's Mother

By DOUGLAS MALLOCH

A fellow has a lot of friends
  Of boys and girls to play with,
And aunts and uncles that he spends
  An afternoon or day with.
I like the folks across the street,
  And men with smiling faces,
And pleasant people that you meet
  In church and other places.
A daddy's good, so big and tall,
  A sister, or a brother,
But one friend is the best of all—
  And that's a fellow's mother!

The other friends are nice to know,
  To visit and to chatter,
But, oh, you want your mother so
  When something is the matter!
Perhaps a finger you may hit,
  Because the hammer misses;
Your mother always fixes it
  With tape and thread—and kisses.
A mother takes the hurt away,
  She can, somehow, or other,
One friend you need, need every day—
  And that's a fellow's mother!

—Woman's World.

Folly of Some Old Folks

By WILLIAM B. SNOW

Assistant Superintendent, Boston

SOMETIME ago I heard a successful business man declaiming about the fads and fancies of the present schools, and extolling the mastery of the "Three R's" which the companions of his boyhood days achieved in the little red schoolhouses of New England. I had heard similar statements before, and knew something of the results obtained whenever well-documented comparisons had been made between school work then and school work now. So I said to him that the school he had in mind was a creation of his imagination, a thing to which distance lent enchantment, still fancied by the man as having the dimensions with which it appeared to the boy; that schools had developed no less than transportation, and his little red schoolhouse stood in about the same relation to a modern school as the ox cart to the automobile; that not only did the modern schoolboy know about hundreds of things that were not dreamed of when my friend and I were boys, but that in addition to this the average ten-year-old of today knew his "Three R's" better than his predecessor who learned nothing else in school.

God's Personality

By D. H. COOK

I have seen God
In clay and clod
From which He weaves the leaves of trees
Whose shadows pass across the grass
Where He has trod;

Have seen His face
In beauty's grace,
Each day have heard His song in bird;
Have seen in Spring each growing thing
In His embrace.

Behold our God!
With star-lit rod
He sways the sun till day is done;
With moon at night gives gentle light
To pregnant sod.

Divinity
Breathes breath in me,
Links love to life in home and wife;
In mother's kiss and loved one's bliss
God's soul I see!

To the Unknown Teacher

By DEAN M. INMAN

Principal, High School, Granville, Illinois

THE Hopkins Township High School, class of 1931, is sponsoring the erection of a memorial

TO THE UNKNOWN TEACHER

upon the high school campus.

Many teachers unhonored and unnoticed have kindled the spark of divinity in their pupils and have set the young feet upon the ladder leading to good citizenship and achievement. Not all such teachers are in the service of the schools. Often they serve the community in other capacities, but whether parents, relatives or friends, teachers they are nevertheless, quietly going about doing good.

One inspiration for this memorial was Henry van Dyke's wonderful poem:—

TO THE UNKNOWN TEACHER

By HENRY VAN DYKE

I sing the praise of the Unknown Teacher. Great generals win campaigns, but it is the Unknown Soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the Unknown Teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness, and makes the attack on the trenches of ignorance and folly. Patient in his duty, he strives to conquer the evil powers which are enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning, and shares with boys and girls the best treasures of his mind. He lights many candles, which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the Republic than the Unknown Teacher. No one is more worthy to be enrolled in a democratic Aristocracy, "King of himself and servant of mankind."

Baltimore Principals Grow in Service

By HELEN M. JOHNSON, ETHEL B. MELVIN, HELEN STROMBERG, MARY F. SULTZER, JAMES G. CARROLL, and NORMAN L. CLARK

Principals, Baltimore, Maryland

In this report, prepared for the Journal of Education by a Committee of the Baltimore Principals Association, various practical devices for increasing the effectiveness of the Principal are outlined.

TODAY the school principal occupies one of the most important and strategic positions in the school system. He must be an administrator, a supervisor, and a social and professional leader. With these desirable qualities in mind it is the purpose of this paper to tell what the Baltimore public school system is doing to improve its school principals.

In the past a good school principal was primarily expected to be a good administrator. The efficient administration of a large school building is in itself a tremendous task, but because many of the routine duties can be delegated to a vice principal or clerk, the major work of the principal is now generally conceded to be the supervision of instruction.

Baltimore, realizing the necessity for relieving the principal of the majority of the routine duties, so he can devote a large portion of his time to supervision, has appointed vice-principals or clerks in many schools. The larger elementary schools have both; also the junior and senior high schools. The assignment of those office assistants depends upon the pupil enrollment and the type of school.

The duties of a vice-principal are not confined to those of an office assistant. The position carries with it the dignity of in-service training. The administrative duties which he performs under the guidance of a competent principal are so valuable that it is a promotion step no principal can afford to miss.

In the administration of his job the Baltimore principal must apply business principles; the work must be done promptly, accurately and systematically. He is directly responsible for the care and maintenance of the building. He has no jurisdiction over the appointment of the janitorial staff, but he must establish standards for the work, must have a reasonable basis for judging the quality and quantity of the work, must, by proper scheduling, systematize and assign the work to get maximum results. The janitorial staff may be helped to cultivate an interest and pride in the work and made to realize and appreciate the responsibility of the position Details of the building and its operation need constant attention if smooth running conditions are to prevail.

Great emphasis is placed on the business part of school administration, and we have an assistant superintendent assigned definitely to "Business Management." To help principals in the maintenance and operation of buildings, the city is districted, and building supervisors inspect at regular intervals the condition of the schools. All special requisitions for repairs and equipment are referred to these supervisors, and the principals, realizing this close check upon their requisitions, are more careful in their daily inspections of the building and requests for improvement.

The organization of each school should meet the peculiar local conditions, and the principal is accountable for any necessary adjustment. Dr. David E. Weglein, superintendent of public instruction, is constantly reminding us that full authority for the successful operation of the individual unit is delegated to the principal. A part of every bi-weekly meeting conducted for the improvement of the principalship by the Central Office is devoted to definite papers or lectures bearing on this topic, giving concrete examples of how improvements have been brought about in our own schools. As the superintendents and supervisors make their visits in the schools, any procedure that appears to be a profitable innovation is noted.

The principal who initiated or successfully carried out the scheme is invited to explain his method in detail at the next or a subsequent meeting. In this way principals who are denied the privilege of devoting much time to visiting other schools have the opportunity of hearing outlined statements of progressive movements in their own, as well as in other, systems. The foregoing statement does not mean that principals are not permitted to visit other schools. They are being constantly reminded that such visitations are evidence of a professional attitude and are urged to take advantage of this privilege, which is definitely referred to in the rules of the Board of School Commissioners.

Three important factors for bringing about improvement in the work of the principal are the Administrative Council, the Divisional Conference, and the Junior and Senior High School Principals'

meeting. In the Administrative Council the principal becomes acquainted with the educational objectives of the system. No one principal's work is a separate undertaking. It is only in relation to the entire educational program that the success of his efforts can be determined.

A knowledge of the part played by each department is necessary in order for the principal to see his responsibility in relation to the whole. The Administrative Council affords an opportunity to hear the leaders of the various specialized fields explain the activities under their direction. The director of the Bureau of Research, for example, tells about the testing program. The director of Special Education gives information about the education of the sub-normal and handicapped children. In the same way the directors of music, physical education, vocational education and other special departments explain the way in which their departments function in the general scheme. The professional outlook of the principal is broadened by the opportunity, afforded by the Council, to hear nationally known authorities speak on educational topics. During the past year such well-known leaders as Dr. Charles H. Judd, Dr. Ernest Horn, Dr. E. P. Cubberley, Dr. William C. Bagley addressed the Council.

The Administrative Council is a monthly meeting of all superintendents, directors, supervisors, and principals.

The Divisional Conferences are monthly meetings of elementary school principals, where the different departments meet separately to discuss their distinct problems. The superintendent is present at all these group meetings.

In the Divisional Conference the elementary school principal has the opportunity of keeping in touch with others who have similar problems. By exchange of ideas and reports of plans that have been successfully carried out in certain schools, each principal is stimulated to greater effort in his own particular school. During the past year problems relating to course of study construction, promotion standards, and time allotments for the various grades were studied. The Divisional Conference as well as the Administrative Council provides a valuable course of training in service for the principal.

Likewise, the monthly meetings of junior and senior high school principals give a chance for such principals to meet together, and with the subject supervisors, for round-table conferences and discussion of common problems.

A big factor in the improvement of the principalship in Baltimore is the help given by the Bureau of Research under the direction of Dr. John L. Stenquist.

For the past four years a city-wide testing program has been carried on by the Bureau. Standardized tests have been used to determine the intelligence of the children and their achievements in the fundamentals. The results of these tests have been compiled and summarized by the Bureau, and the findings passed on to the principals and their faculties for study in the individual schools.

A study of these test results presents to the principal a picture of his city's achievement compared with the rest of the country. These tests are given at the beginning of the semester, and the results are recorded on the class analysis sheet, a report developed at the Bureau. By means of the class analysis sheet, a comprehensive picture of the class and each individual member is given. The sheet shows the ranking of each pupil according to the judgment of the previous teacher, the chronological age of each pupil, his I. Q., and the grade level of his achievement in terms of educational age in the subject or subjects tested.

It will be readily seen that a study of the class analysis sheet provides sufficient information for the proper adjustment of pupils of any one class during their elementary school life. It is the function of such principals to use, and to see that the teachers use, this information in various ways which include:—

1. Grouping children homogeneously in classes.
2. Checking on the flexible grouping of children within the class in the different school subjects.
3. Making case studies of children when subject attainments are at variance with I. Q. and test results.
4. Planning remedial work for children below grade standards in particular subjects.
5. Soliciting the co-operation of parents of children weak in one subject.

The Pupils' Record Packet also developed at the Bureau makes it possible for a principal to have at hand a wealth of information concerning every pupil in the school. The list of information shown by the cards in the packet is surprisingly long. It includes:—

1. The chronological age of the child.
2. His physical condition and history.
3. The number of years he has spent in school.
4. The schools attended.
5. His progress through school—grades where retarded or accelerated.
6. The grade level of scores in standard achievement tests with the dates of testing.
7. The attendance record for each year of school life.
8. The quality of the work of each year in school regardless of the school in which the work was done.
9. His I. Q.

With this array of facts provided for the use of the principal and the faculty by the Bureau of

Research, an integrating division of our public school system, it is practically possible to apply the educational principle that learning is an individual problem.

The annual requisition presents a serious administrative and supervisory problem if it solves the question of furnishing pupils with the best material available. In the ordering of supplies, Baltimore has given the principal a freedom not usually permitted in other cities. The proportional allotment for each department is sent to the schools with requisition lists, including the price of each item. The principal under this plan must assume the responsibility of ordering the necessary supplies for his school. As a pre-requisite for this important work the principal must have familiarized himself with the new books included on the lists, he must know which books fit the demands of his particular problems, must, through conferences, learn and respect the needs of individual teachers. To order books intelligently the principal must carefully examine all new reading material for difficulty, interest, variety, and subject values, as well as physical makeup.

The entire procedure of requisitions as adopted in Baltimore has the vitalizing effect of compelling principals to make their own investigations. This ensures intelligent ordering of the vast equipment and supplies which the department entrusts to the wisdom of the principal. Such a procedure indicates a subtle plan Baltimore has adopted to have the principals know their jobs thoroughly.

The assistant superintendents are responsible for teacher assignments; the normal school gives them scholarship, also professional and technical education. The principal can and should make it his duty to see that teachers, after having been assigned to a school, are placed where they can do the best work, where they can be happy and interested in their work, and where there is opportunity for growth.

Some teachers are better fitted to teach accelerate pupils and others show pupils. Assignments should be made and changed accordingly. Baltimore limits its principals in one respect only in reference to change within a faculty. No Class I substitute (first year teacher) may be assigned a class having two grades, or the Z division of the first grade. This is a wise precaution and any violation must be justified.

Every modern school system at the present time has a staff of supervisors, subject or grade as the educators of the community may determine, who have the advantage of a broader view and a more specialized subject matter contact than the principal, with his highly complex problem, can hope to attain.

This does not eliminate the supervisory function of the principal. Tangible achievements are possible in all classes and departments of his operating unit, so the principal must accept and exercise complete supervisory as well as administrative authority in his own building. While the principal must be alert to the possibility of co-ordinating his supervisory activities with those of the other supervisors, his position is recognized as essentially a supervisory job and his best efforts must be expended in improving instruction. He must therefore delegate duties to others whenever possible and budget his time accordingly. A principal who plans systematically, allocates part of his burden, uses labor and time-saving devices whenever possible, keeps a well-organized stock room, will find the necessary time for supervision. His best mediums for improving instruction are demonstration lessons, classroom visitation and observation, individual and group conferences, interpreting test results and recommending procedures for improvement.

The purpose of classroom visitation is primarily to observe the children and suggest methods of improving teaching technique. This may be accomplished through planning the next or a series of lessons, giving advice on classroom procedure, stimulating the teacher to further professional effort, suggesting worthwhile activities. Every visit should be followed by a conference as soon as possible.

The After School Demonstration courses which Baltimore has been sponsoring for the last five years are a unique contribution to improvement of instruction. While the principal is not relieved of all responsibility in the teaching of model lessons, it reinforces his work by affording the opportunity of directing and encouraging teachers to observe lessons carefully planned as to subject matter and methods, and executed by selected, stimulating, progressive teachers.

Groups of principals are continually studying ways of improving existing conditions. Very often these committees are not limited to principals, but members of the administrative and supervisory force with the addition of classroom teachers co-operate.

One study made recently was on time allotment or scheduling. There was great diversity in the placement of the so-called extra-curricula activities. Through the work of this committee each subject was given its relative proportion of time. This report in its final form made it impossible for the extra-curricula activities to be included in the regular school program. For such necessary items as baths, library periods, and radio concerts, activities that must be included in the regular school program, time from the traditional subjects of physical education, reading, and music was definitely assigned. No time remained for banking, clubs, safety council meetings, orchestra rehearsals, etc. These activities, therefore, could not

assume the dignity of curricularized extra-curricula activities. This recalls the Divisional Conference when several principals reported on milk distribution; when and how it was done in their respective schools. Naturally, the method of distribution of those reporting was different in each school. It was brought forcibly to the attention of all that there were economical ways of doing all things, even such a seeming trifling activity as the distribution of milk. There is no doubt that many of those present at that meeting went back to their schools the following morning and substituted another plan, perhaps not one in its entirety as it had been reported, but by combining the best features of several a great improvement was possible.

For the last ten years Baltimore has appointed to the principalship those who have proved themselves especially fitted for the position by their former service and their professional attitude. The large majority of the principals appointed during this period have proved their efficiency in such positions as demonstration teachers, practice teachers, vice-principals, and supervisors. With few exceptions the new principals have passed through at least two of these steps. For instance, one member of this committee was a demonstration teacher and a practice teacher, and a supervisor; still another was a practice teacher, a supervisor, and a theory teacher at the Normal School before appointment to the principalship. All had been classroom teachers and all three have A. M. degrees. The majority of those appointed during this decade have served as vice-principals. The various positions in the system which the recent appointees had filled helped in training and qualifying them to assume the greater responsibilities of the principalship.

Baltimore enjoys the great privilege of having within its environs the Johns Hopkins University. During the last ten years the College for Teachers has co-operated with the Department of Education by planning for classes after school hours and on Saturday. Under this arrangement all members of the department have profited and it has been an incentive to principals. One class, "The Elementary School Principal," has been in existence for ten consecutive years. This class usually enrolls between forty and sixty students. At least ten of the members of this year's class have attended since the class was started, and over fifty per cent. of the members have a five years' record of attendance. The professor, Dr. Florence E. Bamberger, is in the last analysis responsible for the continued and high rate of attendance. The students and the professor suggest possible lines of study, and the class decides upon the topic for the year. It has always been a problem that will improve the principal because it can definitely be worked out in individual schools.

The credit system of salary increases above a maximum on service and efficiency is no doubt responsible for the large enrollment in the College for Teachers, but the large majority of principals have more than sufficient credits to guarantee the maximum salary even in the credit area. This testifies to the professional spirit among the principals.

The Art of Teaching

By ALFRED OSMOND

Brigham Young University, Provo, Utah

No other art, except the art of living,
Is finer than the art of teaching school.
In it is found the deepest source of giving
The nation men and women who will rule.

It has the magic means and ways of bending
The inclinations of the plastic youth
Towards the finer forces that are blending
The claims of Beauty with the cause of Truth.

Its final cause is always an unfolding
The buds of promise to the brighter light.
It has no time to waste in feeble scolding
The boys whose books are hateful to their sight.

The art of teaching dwells in pleasant places,
And breathes the fragrance of enchanted air.
It is the queen of those delightful graces
That send their sunbursts beaming everywhere.

It teaches when it seems not to be teaching.
Its states of mind that seem unconsciousness
Have all the favors of inspiring preaching
That does not leave its hearers in distress.

Its wings of fancy are forever flying
To lands that ignorance will never find.
When other trusted friends are sad and sighing,
It has a cheerful and a constant mind.

The art of teaching is among the forces
That seek to slay the demons of distress.
It brightens up the faces of its courses
And makes them glow with health and happiness.

What's Your P. Q.?

By C. H. LeVITT

Formerly Superintendent, Savanna, Illinois

IN THE drama of educational practice new names and strange faces are fast crowding their way into the spot-light. His nibs, I.Q., held the centre of the stage for a season or two. His latest photo was found pasted in the albums of his ten thousand devotees. One who was not on speaking terms with him was considered a very ignorant person, indeed.

Then along came E. Q. (no relation to I. Q.) with an up-to-the-minute press agent and new followers, who made his bid for popular approval. Not to be outdone, an enterprising producer brought out another star—A.Q. The lithographs state that the role played by A. Q. (accomplishment quotient) is to explain the relation between what Willie does and what he is expected to do. And so they go. Some day we shall have an H. Q. (health quotient) to show the amount of vim, vigor and vitality a youngster shows in comparison with what he should show if the machine were perfectly oiled, no carbon in the cylinders and hitting on all eight.

But we started to talk about P. Q.'s. By P. Q. we mean the relation between what your parents are doing, the interest they are taking, the co-operation they are giving, and the enthusiasm they are showing in terms of what they might do if they would.

Let's say there are a thousand parents in your system. First, sit down and write out what the parents should know and do in order that they may help the schools get the maximum out of the pupils. Then find the number of parents that are anywhere near "passing" when measured by your standards. Would you dare to say there were two hundred of them? This would give your system a P. Q. of 20 out of a possible 100. Can our schools ever expect to attain the peak of productivity with a ratio like that?

Without any great effort it might be proven that there is a high correlation between gilt-edged teachers' salaries and a maximum P. Q.

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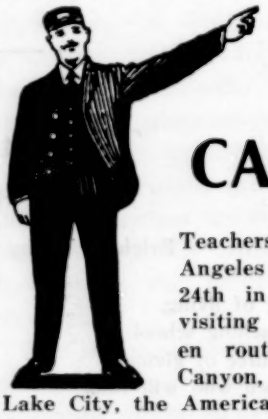

Teachers' Education Tour to Los Angeles leaves Boston on June 24th in private Pullman cars, visiting all points of interest en route, such as the Grand Canyon, Yosemite Valley, Salt Lake City, the American Rockies, Royal Gorge, Colorado Springs, Denver, with an optional return via Yellowstone Park or the Pacific Northwest and the Canadian Rockies. The tour will include hotels, meals, liberal sightseeing at a moderate cost. Secure special N. E. A. itinerary.

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A Tribute to My Mother

By ARTHUR DEAN

When I was a child every day was a Mother Day, as your every thought was a Mother thought and your every act a Mother deed.

But now you are beyond the reach of flowers, candy and telegrams. No wired message with cunningly phrased sentiments will be read by you. No candy will touch the lips of one who forbade me too much sweetness. No flowers will be held in your hands while you hunt for that vase in which they will look their prettiest.

You are beyond the reach of everything except my memory. It was you who suffered that I might live. You who spent sleepless nights that I might be well. You who worked that I might be clothed and fed. You who sacrificed that I might learn. You who gave me up that I might love.

My memory reaches out to you. With the passing of the years it becomes increasingly precious. When you were with me I gave flowers. I have returned many fold the candy you gave me. I sent you many messages when your eyes could read and your heart could feel.

I have given to you as you have given to me. Each gave out of an abundance of love and understanding.

But now, alas, on this Mother's Day I cannot give to you. You are beyond my reach.

And yet I can give: It is a thought born out of my memory of you.

It is to living mothers I must give if I would truly pay tribute to your memory. The truest tribute will be to pass on to other mothers those gifts which you gave to me.

The mothers with no living sons and daughters who crave attention on Mother's Day.

The mothers sick in hospitals who need flowers and fruit.

The mothers who are forsaken and hoping for word from someone who understands.

The mothers who are destitute in these days of unemployment.

The mothers with daughters who have given to their sweethearts all their love and left nothing for their mother.

The mothers with sons who think that a fancy box and a flower, without a written or spoken word of love, satisfies a mother's hunger for love.

And finally, I will honor thy memory in the name of UNIVERSAL MOTHERHOOD — a motherhood of every creed, every people, and every land.

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EQUIPMENT NEWS

Progressive Mapmaking

For seventy-five years Rand McNally & Company, of Chicago, has been devoting a large part of its time and attention to producing those indispensable aids to education — maps, globes, and atlases. A large corps of skilled research workers, draftsmen, engravers, printers, and map mounters are constantly busy keeping these products up to date. Geographic changes, results of exploring expeditions, and current emphases in teaching are all embodied.

A good map so depicts the geographic aspect of any given region that it can "be far more readily apprehended and enduringly remembered than mere verbal description," according to Geikie, the great geologist.

In addition to its other important work Rand McNally & Company continues to turn out annually hundreds of maps, wide in variety and ideal for the different uses for which they are designed.

A Typewriter of Distinction

Pride of craftsmanship is expressed in the Woodstock typewriter, manufactured in Woodstock, Illinois, a suburb of Chicago. Capable of turning out beautiful work at high speed, the Woodstock lays claim to special merit in such matters as simplicity of construction, complete visibility of writing, and various other features making for perfection in a typewriter for commercial or personal use.

Maintaining agencies and branches in more than two hundred cities, the Woodstock Typewriter Company has its central office at 15 East Wacker Drive, Chicago.

Blackboard Globes

The Aero-Globe sprang—or bounced—into being as a rubber ball, twenty-two inches in diameter, on which the pioneering flights of Lindbergh and his successors could be recorded. The same globe was found useful for tracing early explorations, colonization, and the like and for teaching facts about seasons, time and latitude. First ordered in quantity of a dozen by the Board of Education of Rochester, the Aero-Globe, now made of aluminum with bright, durable painting, has been adopted for use in fifty or more cities. The globe is mounted on a steel base, and may be readily fastened to the wall, if desired. This metal blackboard globe, to which chalk or water color or modeling clay may be applied, is adaptable to the teaching of geography, science, history and mathematics. It is made by Aero-Globe Company, 2005 Rockwell Avenue, Cleveland, Ohio.

Radio for Large Audiences

The Grigsby-Grunow Company of Chicago, founders of The American School of the Air, and the world's largest manufacturers of complete radio receivers, announce that they have solved the problem of perfect auditorium reception.

Until radio developments of 1931 it was extremely difficult, if not impossible, to get sufficient volume in the larger auditoriums with ordinary radios without distortion or background noises.

Another problem which school officials have been unable to solve is that of fading when trying to locate distant stations. The new Majestic Multi-Mu tube has made possible a superheterodyne circuit which gives sufficient volume for the largest auditorium, without distortion or background noises.

The educational department of the Grigsby-Grunow Company offers to school executives a certificate carrying a generous discount on Majestic Radios for school use.

Notetaking Machine

Even the notebook and pencil of the stenographer are not exempt from attack by the exponents of machinery in this modern age. Thus, the Dictatype steps forward as a quiet, speedy little typewriter, writing syllables and whole words at a stroke, and thus—in the hands of a practiced operator—able to record speech as rapidly as it is uttered. It is an ingenious affair, surely; simple in operation; writing easily translatable notes in plain letters, on a roll of paper. For information address "Dictatype," at 16th and Claymont streets, Wilmington, Delaware.

Excellent Duplication

The Gestetner Duplicator Corporation, 125 Bloomfield Avenue, Newark, N. J., has on the market a duplicating machine with a dry stencil which reproduces circular letters, accounting forms, plans, and all kinds of quantity printed matter. The feed board of the machine accommodates 500 sheets of paper, which are counted as they pass through the machine. When the requisite quantity has been printed the machine automatically stops, and the electric motor is cut off. Forty to 100 copies per minute can be printed, and the machine can be regulated to suit the various types of reproduction required.

By a special process photographic and art work can be reproduced. A variety of colors can be used, which is a desirable feature.

The inking of the machine is a clean and simple operation, and ink distribution is uniform. The main cylinder is re-inked automatically for every copy printed.

Two standard sizes of machines are manufactured, one for correspondence work and a larger machine, which has a printing capacity of 12½ by 16½ inches.

Business Calculation Lessons

An Office Practice Course of twenty-five graded lessons has been published by the educational department of the Monroe Calculating Machine Company, Inc., Orange, N. J., for instruction in the application of calculating machines to everyday business problems. The graded lessons are to be used in connection with the Monroe School Manual of Instruction.

The Office Practice Course consists of three parts: the series of graded lessons, with references to the manual; answers to the exercises, and a series of five sets of tests, the last of which constitutes a test of the work done in the entire course.

While the Office Practice Course is chiefly designed for schools in which classes are maintained in office practice, it can also be used in business and vocational schools where instruction is confined to short lesson periods.

More Eyes at the Microscope

Study of specimens under a microscope has long been limited by the fact that only one person at a time could view the magnified image. Now comes the Promi, invented by a German, to pass around to a roomful of spectators the fascinating story which the microscope reveals. Not only can the image be spread upon a wall or screen, it can, if desired, be projected upon a sheet of drawing paper so that the student may trace the exact outlines of the specimen in its enlarged form.

Clay-Adams Company, Inc., of 117 East 24th Street, New York, are the distributors of this intensely practical instrument, the Promi Microscopic Drawing and Projection Apparatus.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Two in One

Yesterday a little boy came into the office. He had disobeyed the rules of the school in a very serious way. Before I started writing these daily letters to you, I should have punished him with a rattan.

As he stood there before me I began to think of a number of things. I said to myself: "Now you are tempted to whip his hands with a rattan, but did those small, dirty, capable fists do anything to deserve whipping? Did they play truant?" I had to answer "No!" "Did they break any school law?" Again I had to answer: "No!"

For a moment I did not know what to do. Then I called the boy over nearer to me, and told him to look me right in the eye.

"Now," I said, "I am going to tell you something you did not know before. I have just found out that there are two of you. That body of yours is one of you, and you, yourself, is the other part of you. Your body is innocent. I cannot blame it for what has been done, but you, the fellow inside of your body, the fellow who does the thinking and ordering, is not innocent at all. That fellow we call You knew just what he was doing when he told your legs to carry you away from school instead of towards it. He's the fellow I ought to punish, but how am I going to do it?"

The little boy shook his head. He didn't know, either, but I noticed a blush creep up over the face of that boy, and somehow I felt that the fellow inside was very much ashamed of what he had made the fellow outside do, so I let them alone to fight it out all by themselves.

—

The Rosebush

Once upon a time a small rosebush came to life in a very dirty back yard. There were old tin cans and ashes and garbage and other litter all around it. However, the sun shone brightly into that back yard, and the rosebush paid no attention to the old tin cans or the garbage, but, instead, looked steadily up to the sun, and spread out its little green leaves in thanksgiving.

By the end of the summer the little rosebush had become a big rosebush, but the back yard had grown dirtier than ever. The long winter passed. Another spring came. The rosebush felt it was time to wake up. Green leaves sprouted, and a little bird came to sing on a bending branch. Then a miracle happened. Way down in the dirt and filth of that back yard the spirit of the rose found a lovely crimson color. Out of its own body it made delicate flower leaves, and dyed them in this color; in the same filthy soil that smelled so that people turned away their heads as they passed by, the spirit of the rose found a most wonderful perfume. It brought it up and spilled it over the dyed rose leaves, and then, as though asking the whole world to come in and see what it had made out of the dirt and filth and evil smells, it lifted the flower up to the sky. It was a flower of such rare beauty and fragrance that it would have lent glory to the garden of a king.

Now I think human life is a lot like that rosebush. If the rose, with only the power given it by God, can find loveliness and beauty and fragrance amid ugliness and filth, how much more can each of us, with our wonderful powers of reason and freewill, find something worthwhile wherever we may be?

Perhaps we can do far more than the rose, which spent its life in making itself more beautiful. Perhaps we can not only make our own lives fair to see in the eyes of the Creator, but we can also change conditions around us so that when we pass on the world will be better because we came to live a while in it.

—

The Bluebird's Home

Last evening I went up on a high hill near my home. Someone, years ago, had gone ahead of me and planted an apple tree on the very top. I do not know how many years this apple tree blossomed and bore fruit, but they must have been many, for it grew big and spread its limbs out into the air on all sides. I am sure this old apple tree had a sweet disposition, for its old limbs, although twisted and knotty, seemed like the calloused hands of some hard-working parent. Because I have the feeling that this old apple tree had a sweet disposition, I have the feeling, also, that its apples were big and generous and sweet as honey. I can just imagine some freckle-faced boy squinting his eyes and sinking his teeth into one.

But I am getting away from my story. Two winters ago we had a terrible ice storm. Tons of sparkling ice formed on the limbs of trees, and broke them down. The old apple tree suffered more than most, for it was weak from old age and tired out after a long life of hard work. Today its limbs lie around it on the ground, a sad sight for anyone to look at.

I took up one of these limbs and found it hollow. "What a nest for a bluebird you would make!" I thought to myself. Acting on the thought, I carried the branch home, sawed off a chunk near a big knot, nailed on a bottom and a sloping top, and then bored a hole through a knot into the hollow insides. I then fastened the nest to a maple tree in my back yard.

Some day, soon, a bluebird will come looking for a flat. If he likes the one I have just built he will take a lease for a summertime. He will then bring his wife, and the two will move in, and the old apple tree will be happy about it, because, besides apples, it always had little birds in its summer branches.

Now, I am a very hard landlord. I believe in getting my rent every day, so each morning I shall expect my bluebird tenants to pay me my rent—a cheery song just as the sun is rising and the new day beginning.

—

What Would You Have Done?

Some time ago I called one of our eighth-grade boys into the office. I told him to take a parcel over to the Hotel Belleview. I explained very carefully just where the Hotel Belleview is, so that he could not make a mistake and deliver the parcel to some other hotel. Just as he was going out I gave him a slip of paper, and said: "Here is the name of the person to whom this parcel is to be delivered. Hand it to the hotel clerk with the bundle."

When I got home that night Mrs. Egan asked me whether or not I had sent over the bundle. I said I had, and added: "I took pains to see that the boy knew just where the Hotel Belleview is." Mrs. Egan looked surprised. "Why," she said, "that bundle should

have been sent to the Hotel Vendome. I wrote Hotel Vendome on the slip."

The next morning I called the young man to me. "Where did you take that bundle?" I asked. "Why, I took it to the Hotel Vendome," he said. "But," I answered, "I told you to take it to the Hotel Belleview." "Yes," he said, "but when I got there I found that the person the bundle was meant for was not there, then I looked at the slip you gave me, and it said Hotel Vendome, so I took it there and delivered it."

Well, girls and boys, what do you think I said to that boy? I said: "Good work! That is what I call using your head. In spite of the wrong directions I gave you, you did the right thing."

I think we ought to apply this lesson to many things besides delivering bundles. Suppose someone asks you to do something wrong. He is giving you wrong directions. Just disregard them and go right on and do the right thing.

The Old Arab Woman

Not long ago I went into a room at home in which the window shades had been tightly drawn. It was morning, and the sun was just high enough to send a beam down through an uncovered place upon the carpet.

I knew that the carpet was beautiful. That is why I bought it. I knew, also, that somewhere far off in Asia an Arab woman had woven it of rough wool and camels' hair as she squatted in the sun before her crude tent of skins.

The morning in question, I saw something different, something that told me more about the fine artistic soul of that old Arab woman. The room was quite dark, and the carpet hardly visible, except where the silver ray of the sun, like a pencil of light, pointed directly down to a single design on the carpet's edge. That design had always been in the rug, and my eye must have seen it many times, but that day it stood out in all its own beauty. As I looked at it I saw a delicate harmony of colors—cool blues and rich golds and browns of soft, silky lustre.

The old Arab woman must have seen a gay butterfly come near and drop to sleep on a nodding desert flower against the blue of a desert sky. Around it must have stretched a pattern of golden brown desert sands. All these things were in the design that the sun's ray pointed out.

How true this is of our own lives. Here we sit in the sun, weaving our own little rugs, which we call, not rugs, but Lives. Into each rug we weave something of the world about us, either its joys or its sadness, its beauties or its ugliness. People come and go and look at us or pass us by. We go on weaving our rug just the same. It is the one task we cannot shirk.

Finally a day comes when something happens. A ray of light seems to fall upon us. It may be a promotion or word of praise. People begin to see us, and they take note of the pattern the light falls on. If this pattern pleases them they pass the good word along, and we have achieved Success. This experience comes into the life of every man and woman.

Let us think once in a while of the patient old Arab woman sitting in the sun weaving a rug of lovely color and design.

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BUROS' SPELLING WORKBOOK. By Oscar K. Buros, principal, Milburn, N. J. 8 by 10 inches. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is an intensive application of the latest application of the highly-modernized method of spelling for mastery. It covers each week of the school year.

Mr. Buros believes that even a moronic spelling child can learn to spell correctly the words that he has occasion to write, if he is really in earnest in his purpose to know how to write such words correctly.

Several cities have been trying to achieve such results by local charts and blackboard devices, but the Buros Spelling Workbook makes it possible to have every pupil persist in the application of the latest device every day of every week of every year he is in school. It is an intensive scheme for heroic practice for the mastery of spelling.

MATHEMATICS FOR JUNIOR HIGH SCHOOL TEACHERS. A Professional Subject-Matter Text. By William L. Schaaf, College of City of New York. Cloth. 439 pages. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

Dr. Schaaf has really lifted the junior high school to a scholastic level it has never previously attained. The process is so simple that the wonder is that it was not earlier appreciated.

Dr. Schaaf has created a "Mathematics for Junior High School Teachers." So far as we know this is the first time that junior high school teachers have had a definite scholastic and professional standing.

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Dr. Schaaf in the College of the City of New York has had a chance to demonstrate as well as experiment in this great professional adventure.

VITAL ENGLISH. Primary Book for Lower Grades. By C. Ralph Taylor, Boston Public Schools, and Marion E. Tobey, State Normal School, Jersey City. Cloth. 251 pages. Chicago, New York: Laurel Book Company.

The plan of the book, which is the outcome of highly successful practice, is the combination of formal and informal work. There is always a definite purpose in every lesson. For instance: In the very beginning the purpose is to have the little people master the use of words, formally and informally, orally and by writing; then master the sentences as completely as they have mastered words; then the paragraph in the same way. Onward and upward through reading and reciting poetry and all kinds of good literature for children up to the mastery of the use of the dictionary. The attainment of absolute correctness at every step and natural ease in everything else.

THE GUIDANCE OF MENTAL GROWTH IN INFANT AND CHILD. By Arnold Gesell. Cloth. 322 pages. New York: The Macmillan Company.

This is the most serious attempt that has been made to magnify the development of pre-school interest. Yale University is leading in studying interest in infant education in different centres, and in that connection the illustrations in this book are highly interesting. From every standpoint this is an important contribution to education, past and present.

STORYLAND. Book Five. Edited and graded by L. W. Rader, St. Louis; Margaret Free, Chicago; Harriette Taylor Treadwell, Scanlon School, Chicago. Illustrated by Dorothy Handsaker. Evanston, Illinois; New York, Philadelphia, San Francisco: Row, Peterson and Company.

This is the most pretentious school reader we have ever seen. It assumes to be the most captivating book of heroes ever published for school boys and girls, and there is no question but that it is a complete success.

It is useless to try to give the faintest idea of the richness of this book of forty Storyland selections, some as harmless as "The Star-Spangled Banner" and "Paul Revere's Ride," but most of the famous masterpieces like Hawthorne's "The Winged Horse," retold in the classic spirit of Hawthorne, but in thirty pages which can be read in a half-hour and less—and it has all the charm that it would have had had Hawthorne written it today.

"Storyland: Book Five" is as complete a group of creations as though they had been written for school youths of today.

THE PROGNOSTIC VALUE OF CERTAIN FACTORS RELATED TO TEACHING SUCCESS. By Roy Roland Ullman, Ashland College. Cloth. 133 pages. Published by The A. L. Garber Company, Ashland, Ohio.

A very elaborate presentation of data gathered in a study of ways to select teachers who will do the best job of teaching children for various grades under differing conditions. Its purpose is to help superintendents in prognosticating the success of candidates, and teaching-training institutions in deciding the prospective success of those who would study the art of teaching.

STAR MYTHS FROM MANY LANDS: SPRING SKIES. By Dorothy Waties Renick. Cloth. New York, Chicago, Boston: Charles Scribner's Sons.

This is an impressive way to awaken an interest in constellations.

Before men learned to write, the heavens were a kind of scroll, from which each generation read what the generations before did not want forgotten: the stories of great calamities, the deeds of great heroes. The stories told about the stars were "myths" and "legends" according to our way of thinking, but they were "religion" and "history" to people of the time in which they were told, and they were passed down from father to son as sacred truth. For convenience the stories are grouped in chapters about the constellations which we have inherited from classical times. A sketch and simple instructions for locating the star-group introduce each chapter, and, as a conclusion, a "history of the constellation" ties together the beliefs of various peoples shown in the stories and weaves these beliefs into the loose pattern of stellar mythology.

This book includes constellations which can be seen any hour of the night any night of the year, and therefore form the beginning of star study at any season; and various other constellations reaching their zenith in the early hours of the evening during March, April and May.

Books Received

"Office and Secretarial Training." By Stickney. "Modern Selling." By Fernald. New York: Prentice-Hall, Inc.

"Observation Lessons on Animals." By J. M. Arms Sheldon. Deerfield, Mass.: Published by Author.

EDUCATION IN ACTION

Teachers Comment on High School Aims

New York Committee Holds That Character Development Is More Important Than the Actual Matter Studied

A committee of the High School Teachers Association of New York City, under the chairmanship of Charles M. Stebbins, of Erasmus Hall High School, Brooklyn, has recently completed a survey on the high school curriculum. Some of their views on the true objectives of secondary education, which will appear in the forthcoming issue of the association's bulletin, are as follows:—

If our decision that the legitimate aims of secondary education have to do with the unfolding of intrinsic character, with the equipping of our young people with ideals, abilities, aptitudes, attitudes and social and spiritual tendencies that will augur at least a moderate success in coping with the problems of life, then the course of study must be regarded in a light quite at variance with most educational practice. It must no longer be viewed as an end in itself, but as an instrument, a means to an end.

Intrinsic qualities of character, such as self-reliance, initiative, dependability, tenacity of purpose, generosity, tact and courage are integrations into the being of the individual that result from the nature of his reactions to his experience. They cannot be taught. They cannot be acquired. They are the accumulated results of impressions, of decisions, of judgments, of inspirations, and of habits of behavior.

With these, subject-matter may have something, possibly much, to do. But the elements that outweigh all the rest are the methods employed in the classroom, and the interest, the genuineness, the dependability, the patience, the self-reliance, the courage, the open-mindedness, the versatility—in a word, in the inspiration of the teacher. Qualities of character, as such, are to be sought less through subject-matter than through the attitude toward it and the nature of the response to it. Sterling qualities may be acquired, therefore, in connection with the pursuit of any subject, provided right methods are employed and right inspirations are supplied.

The knowledges and skills that have been designated by our committee as essential parts of the equipment of a boy or girl leaving high school at the end of four years are the following:—

1. Oral and written expression in English.
2. Knowledge and practice of the laws of health and hygiene.
3. Sufficient knowledge of literature, music and art to lead to appreciative interest.
4. Sufficient knowledge of the social sciences to lead to an understanding of society and a willingness to meet one's obligations cheerfully.
5. Sufficient knowledge of, and practice in, physical and biological science to meet vocational needs and to create a desire to seek universal truth.
6. Sufficient knowledge of, and experience with, manual skills to develop physical control, co-ordination of hand and brain, and an appreciation of the arts and crafts.
7. Knowledge and practice of the fundamental principles of psychology as they affect the immediate lives of pupils and assist them to make social adjustments.

Students Acquiring Practice in Economics

Pooling their purchasing power of more than a quarter-million dollars a school year, thirteen fraternities of the University of West Virginia are giving themselves a practical lesson in economics, by forming a co-operative buying association, through which they expect to save about $40,000. Recently, when they made their first contract for dairy products to be supplied by a single firm, they chalked up a saving of twenty per cent., according to a report received by the National Student Federation. On the joint milk bill alone the fraternities estimate that they are the gainers by $2,500. Already, too, they are beginning to share their profits through organized giving, each fraternity house donating four free meals a day to needy persons assigned by the local Red Cross and the Council of Social Agencies.

Would Drop Unfit In Teaching Schools

A proposal for a finer selective process of admitting students to the country's teacher-training institutions, as a means of raising the standards of public education and gaining for the teaching profession a greater degree of dignity and prestige, was voiced at a meeting of the Eastern States Association of Professional Schools for Teachers. More than 300 presidents, principals and other administrative officers of normal schools and teachers' colleges in twenty states attended the association's sixth annual spring conference in New York City. The association went on record as "regarding admission to the public teacher-preparing institutions of our several states and retention in the student body in any one of these institutions as a privilege and not as a right, and that we believe such privilege rests (1) upon the candidate's obvious fitness to enter upon a program of professional preparation for a career in public service, and (2) upon the candidate's success as a cadet in training." The association further resolved that it approves "(1) selective admission of students upon a basis involving co-operation between the teacher-training institutions and the secondary schools, and (2) of the policy of retaining in the student body only those who give satisfactory promise of becoming successful teachers."

United States Leads In Educating Chinese

A recent analysis of the biographies of 566 Chinese leaders in "Who's Who in China" shows more than half were born in the four provinces of Kiangsu, Chekiang, Kwang-tung and Hopei. None was listed from the outlying provinces of Tibet, Sinkiang, Outer Mongolia, Suiyuan, Chahar, Jehol, Heilung-kiang and Kansu. The United States leads the list of places in which these leaders obtained foreign education. Of the total, 195 obtained their education in China, 153 in the United States, ninety-one in Japan, twenty-seven in England, and the rest in France, Germany, Belgium, Russia, Singapore, Switzerland and other places.

Law School Pupils To Select Courses

Students at the Boston University Law School will have the chance of selecting courses, whereas in former years they were obliged to study those prescribed in the curriculum, according to the announcement made by Dean Homer Albert. Students will be permitted to concentrate in subjects in which they are especially interested, and in which they can do better work in their major courses. Under the new plans twelve courses become elective, and required subjects become major sub-

jects. A student must pass the courses in Group 1, the required group, and must have at least five semester hours in Group 2, the elective group. The plan affects only the present freshman class, but may be chosen by the juniors.

College Course For Boy Bus Hero

Bryan Untiedt, thirteen-year-old hero of the recent Colorado bus disaster, has been proffered a college education without financial outlay. Dr. Paul E. Titsworth, president of Washington College, Chestertown, Md., sent a telegram to Bryan informing him that he has been awarded a four-year scholarship, including all fees, room rent, board and tuition, effective upon his graduation from high school. The award, made in recognition of the boy's bravery and presence of mind in helping to keep alive a number of children stranded in a snow-bound motor bus, while the driver went for help, was approved by the college board of governors. Bryan's home is in Towner, Col.

Ancient College Plans Birthday

Elaborate plans are being made for the celebration of the four-hundredth birthday of the College of France on June 18. Several hundred delegates from the chief countries of the world have been invited. The College of France was founded in 1530 by Francois I. The fourth centenary should have been celebrated last year, but parliamentary difficulties prevented the approval of the necessary credits in time. Invitations have been addressed to the world's chief learned societies and colleges, and a large representation is expected from the United States and South America. The College of France, since its beginning, has attempted to instruct in every field of learning without religious or racial prejudice.

Teachers Exhibit Their Many Hobbies

An exhibit designed to show what teachers do outside of school was arranged recently by the Newark, N. J., Teachers' Association in co-operation with the Newark Museum. The varied hobbies, interests, and activities of Newark's 2,500 teachers were displayed and illustrated in many ways. The primary object of the exhibit was to show to the community the broad cultural influence exercised by teachers in many fields outside their own profession. Sculpture and wood-carvings, paintings and sketches, unusually fine photographs, reproductions of antique furniture and other furniture newly designed and executed, pottery designed and made by teachers, rugs they have woven, and examples of unusually skillful needlework made up the showing. Also on display were many examples of literary work, books and magazine articles, together with some unpublished materials, including poetry. Large groups of teachers were on hand at the museum late afternoons and evenings to welcome parents, children, and other citizens. Groups of schools held "at home" days, on which parents were espeecially invited to attend. This is believed to be the first time that an exhibit of this kind has been prepared by teachers. Through it the Newark group hopes to make the citizens as a whole realize the social value to the community of the teacher outside her classroom, and the varied talents and abilities for which teaching is not the sole expression.

Will Survey the School Tax Dollar

Secretary Wilbur has announced the education office would begin in July a four-year survey to determine how the national school tax dollar is spent. School expenditures, Wilbur noted, amount to $2,450,000,000 annually. The survey is intended to produce comparative information on sources and uses of these funds for benefit of legislatures and school officials.

Dormitory Shortage In Land-Grant Colleges

The current notion of a college student as a dweller in marble halls of a more or less luxurious campus dormitory is far from reality, at least in the land-grant colleges, according to a survey recently made by the Office of Education. So great is the lack of housing facilities that only fifteen per cent. of the entire student body in forty-four institutions examined lived in dormitories, and two of the colleges, the Colorado Agricultural College and the University of Nebraska, have no residence halls of any kind. Women students are more poorly provided for than are the men. Of the 21,000 students found to be living in dormitories, but 8,000 were women.

Professor Opposes Courses in Arts

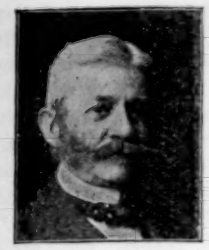
The academic regime of a university stifles creative genius, recently declared Professor J. Donald Young, of the department of fine arts, Columbia University. Professor Young's comments are to be incorporated in an article in The Columbia University Quarterly, replying to the recent charge by Professor William A. Boring, head of the school of architecture, that Columbia is apathetic to art. Professor Young expressed "grave doubts" as to the wisdom of establishing a school of fine arts, which Professor Boring urged. Such a school, he declared, unless scholastic requirements were abandoned, would produce "only the most sterile of academic artists." The apathy would sooner disappear, he continued, if Columbia's faculty and students took more advantage of the museums and art galleries of New York.

Trade Training In Porto Rico

Benefits of the federal vocational education and vocational rehabilitation legislation have been extended to Porto Rico, according to Dr. J. C. Wright, director of the Federal Board for Vocational Education, who has returned from a protracted visit to the island. Dr. Wright's trip to Porto Rico was made at the request of Governor Theodore Roosevelt. The purpose of his visit was twofold: To assist in preparing insular legislation which would enable Porto Rico to accept the benefits of vocational education and vocational rehabilitation extended to it during the last session of Congress, and to assist in formulating plans for organizing the work. Under the terms of the vocational education bill now pending in the Porto Rican legislature, there would be established an Insular Board of Vocational Education composed of the Commissioner of Education, as chairman and executive officer; the Commissioner of Agriculture and Industry; and the Commissioner of Labor. The bill provides for vocational education in agriculture, trade and industry, and home economics, and for a vocational rehabilitation service for persons disabled.

Will Study Speech Of New England

Research projects ranging from studies of New England speech to Indonesian customary law in the Philippine Islands, and including promotion in this country of Japanese and Byzantine studies and co-operation in further investigation of Mediterranean antiquities, will be undertaken this year by the American Council of Learned Societies, according to the announcement issued at its national headquarters by Professor Edward C. Armstrong, of Princeton University, following his re-election as chairman of the council. "The new undertakings cover a wide range of interests," an announcement said. "The most important of them is a study of New England speech, on which preliminary work will be commenced in June, under the direction of the committee on a linguistic atlas of the United States and Canada. The headquarters of the New England study will be at Yale University."



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Against Drawing Two Salaries

The Somerville (Mass.) school committee has gone on record as being opposed to the school teachers of the city drawing two salaries, and also against allowing the use of the public school gymnasium for prize fighting and boxing matches. The order against teachers drawing one salary from the school department and another from the recreation department was introduced by Dr. Francis J. Fitzpatrick, who said that there are many applicants for teaching positions in Somerville who are walking the streets unable to secure a position, while teachers with a permanent position are drawing two salaries. The committee also voted to request from the city auditor a list of all teachers who draw two salaries.

Rackets Invade Montreal School

Smaller boys in at least one Montreal school have become the victims of a new variety of racketeering, according to a member of the Protestant committee of the Council of Education, speaking at the meeting of the council at McGill University recently. The racket consists in larger boys bullying smaller ones, who, "if unable to come across with a nickel, get a kick on the shins." "It is another result of the influence of motion pictures and tabloid literature from the United States," was the comment.

Scholarship Now On Sliding Scale

It pays to be smart at Millsaps College, Jackson, Miss. Recently the college inaugurated a sliding scale of tuition in direct ratio to scholarship. Students averaging grades of ninety or better pay $75 a year, those averaging between seventy-five and ninety pay $100, and if the average is below seventy-five the cost is $125. Averages are determined on the previous year's work.

Orange Schools Alter Programs

W. Burton Patrick, superintendent of Orange, N. J., schools, and the board of education have decided to abolish the annual closing exercises for grammar schools. Instead of formal exercises, certificates of promotion will be issued. In order, however, that parents may observe their children at work, arrangements have been made for evening sessions. Beginning each Wednesday and Friday evening after May 6, the students will hold night sessions.

Teachers' Strike in Jerusalem

The 258 schools and kindergartens maintained by the Jewish agency throughout Palestine were opened when striking teachers accepted the promise of the Jewish National Council to mediate. The strike caused a week's delay for some 22,000 children in returning to classes after the Passover holidays. The strike was called by the Hebrew Teachers' Union, which refused to accept salary cuts ordered by the Jewish agency.

High Percentage Of School Attendance

Poland's fight against illiteracy, which she was able to begin in earnest for the first time in centuries after the World War, has reached the point where primary school enrollment numbers ninety-two per cent. of the children of school age. This marks a growth from 66.2 per cent. of school-age children (from seven to fourteen years of age) in 1921-22, when the educational program first began on a large scale. Elementary schools for pupils from 14 to 18, and special schools for adults, are being extended. Immediately following the World War the figures for illiteracy stood as follows: Former German territory, two per cent; Silesia, five; Galicia, forty; Congress Poland, fifty-seven; eastern frontier area, sixty-one.

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GRINS BETWEEN GRINDS

We Hope It Lasts, Dearie

"But, darling, if your earache is better, why do you keep on crying?"

"I'm waiting for D-daddy to c-come home. He's never s-seen me with an earache!"—Humorist.

Good Detecting

"How sweet the little one is."

"Do you think so?"

"And how clever! He's been playing on the grass with his hoop, hasn't he?"

"Yes!"

"Then you'll have to pay a $5 fine."—Buen Humor, Madrid.

Two in One

"What do you want?" demanded Mr. Newlywed, as he confronted the tramp at the door of his little week-end cottage down in the country. "Breakfast or work?"

"Both, sir," replied the tramp.

"H'm!" said Mr. Newlywed, and disappeared momentarily into the house. Presently he returned carrying a large piece of his wife's home-made bread. "Then eat that," he exclaimed savagely, "and you'll have both."—The Watchman-Examiner.

Saving Mother's Muscle

Modern Mother — "Willie, you've been a very naughty boy. Go to the vibrator this instant and give yourself a good shaking."—Pathfinder.

Efficiency

Young Moore was applying for a post as bookkeeper to a big firm.

"Of course," said the manager, "you understand double entry?"

"Oh, yes, sir," replied Moore, confidently. "In my last place they had triple entry."

"Triple entry?" echoed the manager. "I don't understand."

"Well, it was like this," explained the applicant. "We had one set of books for the boss, a second for the shareholders, and a third set for the income tax people."—London Answers.

The Eternal Feminine

Prisoner—"I'll admit I bumped into the street car, your honor, but it wasn't my fault, I——"

The Judge—"Why wasn't it?"

Prisoner—"My wife tried to doll up the car by putting lace curtains on the windshield."

Heredity

In a certain newspaper office they have on the staff a clever caricaturist.

One day the editor passed a cutting remark about his work, whereupon the artist drew a libelous picture of the editor, which later fell into his victim's hands. He sent for the perpetrator, and, holding up the drawing, said, angrily: "Are you responsible for this?"

"Not at all," replied the artist blandly, "your parents are."—Baltimore News.

Sure Enough

Billie is fond of telling his dreams at the breakfast table. One morning I said: "But, Billie, I don't believe you know what a dream is."

Billie's answer came, quick and sure: "Yes, I do. It's moving pictures while you're asleep."

Whoa!

The village milkman bought a horse for the morning round. It was not exactly a thoroughbred, but it had four legs.

One day he took his bargain to the blacksmith to have him shod. The smith regarded the weary-looking animal critically, paying particular attention to his lean body and spindly legs.

"You ought to have a horse there some day," he said at length. "I see you've got the scaffolding up."—Tit-Bits.

Modern Child

Her Mother—"Betty, how would you like a new doll? One that says 'mamma' when she's squeezed?"

Betty—"I want one that says 'Be yourself, big boy.'"

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Meetings To Be Held

MAY

4-9: National Congress of Parents and Teachers, Secretary W. Elwood Baker, 1201 16th Street, N. W. Washington, D. C.: Hot Springs, Arkansas.

9: New England Modern Language Association, Secretary J. G. Green, 164 Arborway, Boston; Holyoke, Massachusetts.

11-14: National University Extension Association, Secretary W. S. Bittner, Indiana University, Bloomington, Indiana: Boulder, Colorado.

11-16: National Congress of Parents and Teachers of Wisconsin, secretary, Mrs. H. C. Humphrey, Whitewater: Milwaukee, Wisconsin.

18-21: American Association for Adult Education, secretary, Margaret E. Burton, 600 Lexington Avenue, New York City: New York City.

18-22: National Congress of Parents and Teachers of Washington, secretary, Mrs. N. K. Nelson, Keyport: Olympia, Washington.

19-22: National Association of Public School Business Officials, Secretary John S. Mount, State Office Building, Trenton, New Jersey; Richmond, Virginia.

25-28: American Association for the Study of the Feeble-Minded, Secretary H. W. Potter, 722 W. 168th Street, New York City: New York City.

25-29: National Congress of Parents and Teachers of California, secretary, Mrs. Vesta C. Muehleisen, 407 Southern Title Building, San Diego: San Francisco, California.

JUNE

14-20: American Association of Visiting Teachers, Secretary Emilie Rannels, Stevens School of Practice, 13th and Spring Garden Street, Philadelphia, Pennsylvania: Minneapolis, Minnesota.

15-18: American Federation of Organizations for the Hard-of-Hearing, Secretary Betty C. Wright, 1537 35th Street, Washington, D. C.: Chicago, Illinois.

21-23: Ohio Education Association, Secretary F. E. Reynolds, 428 Chamber of Commerce, Columbus, Ohio: Cedar Point, Ohio.

22-26: American Instructors of the Deaf, Secretary Ignatius Bjorlee, School for the Deaf, Frederick, Maryland: Winnipeg, Canada.

22-27: American Library Association, Secretary C. H. Milan, 520 No. Michigan Avenue, Chicago, Illinois: New Haven, Connecticut.

27-July 4: National Education Association, Department of Elementary School Principals, Secretary F. H. Duffy, 1616 Ridge Avenue, Steubenville, Ohio: Los Angeles, California.

28-July 8: American School Citizenship League, Secretary F. F. Andrews, 295 Commonwealth Avenue, Boston, Mass.: Los Angeles, California.

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